**Career Academy Integrated Unit Plan**

**Academy Name: Academy of Finance**  **School: University High School**

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| Integrated Unit Plan Title: Justice/Ethics |
| Courses to integrate: Accounting I and English II |
| Grade Level: 10 & 11 |
| Timeline & Duration: 4th 9 weeks |

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| Unit Summary: In this lesson, students learn about the consequences of unethical behavior in business by exploring real-life examples of breaches in corporate ethics. They also consider the role of stakeholders and the impact of unethical behavior on all parties involved in an organization. In addition to analyzing justice through the business lens, students evaluate the nature of justice from a cultural perspective, using fictional and nonfictional pieces of literature. Finally, students reflect on whether people are more motivated by self-interest or by moral and ethical considerations. |

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| **Overview of Activities/Lessons per Course** | | | | |
| Course | Accounting I | English II |  |  |
| Activity/Lesson | Discuss Ethical dilemmas and evaluate example situations | Examine conflicting nature of justice. Globally evaluate how culture and rhetoric impact people understanding of justice and the legal system |  |  |
| Activity/Lesson | Key Vocabulary: The Importance of Ethics in Business and a one page summary | Reflect on moral reasoning versus societal justice. |  |  |
| Activity/Lesson |  | Compose a persuasive text, formulating an argument relating to justice, self-interest, and ethical/moral situations |  |  |

**Lesson Instructions for \_\_\_English II\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** LA910.1.6.2,LA.910.1.7.1 - 1.7.8, LA910.2.1.1 - 2.1.8, LA910.2.2.1 – 2.2.5, LA.910.3.1.1 – 3.2.2, LA.910.3.3.1 – 3.3.4, LA.910.3.4.1.5, LA.910.4.2.1 – 4.2.3, LA.910.6.2.2 – 6.2.4, LA.910.6.3.1  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** Select texts from 10th grade Springboard textbook and supplementary articles relating to justice/ethics. Coordinate with Accounting I teacher to produce a list of relevant topics relating to justice, from which students will choose (including a business related ethical situation). Suggested readings: excerpt from “On Civil Disobedience” by Mohandas K. Gandhi and *Antigone* by Sophocles. |
| **Instructions to Students:** Students will investigate justice through close readings and analysis of cultural dramas, articles, editorials, and other texts. They will also learn the process of persuasion as well as the rhetoric of argumentation (logos/ethos/pathos). Students will learn to recognize effective elements of persuasion, so that they can craft a powerful argument. |
| **Instructions for Student Accommodations:** Clear, concise rubric; extended time if necessary; assignments and directions kept written on board; individual verbal queues. Students repeat directions to teacher. |
| **Assessment for Activity:** Creating a Persuasive Essay |
| **Approximate Length of Time for Activity:** 3 weeks |
| **Materials Needed:** Springboard texts, separate rubric for essay (from Springboard) |
| **Resources Needed:** Scholastic’s Upfront Magazine articles, Select Internet websites, Media Center |
| Attachments: |

**Lesson Instructions for Accounting I (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards) :** 2.16, 5.07, 5.08, 5.09, 7.06, 10.04, 22.01, 22.02, 23.05  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** This activity is designed to get students thinking about some of the consequences of unethical behavior.  Write the following ethical dilemma on the board prior to class:  Your friend has obtained a copy of an upcoming exam from her older brother who took the class last year. She plans to use her brother’s copy to cheat on the exam, and offers to let you use it, too, since you are both really struggling with the class and need to pass it to fulfill your college requirements. Do you use the test with your friend, decline the offer and look the other way while she uses it, or decline the offer and inform the teacher of her plan?  Write the following questions on the board:  What is the ethical issue here?  What are some of the ways you could respond?  What would you consider to be an *unethical* response to this situation, and why?  Who might be impacted by unethical behavior in this situation, and how? |
| **Instructions to Students:** Answer the following ethical questions and discuss your answers. |
| **Instructions for Student Accommodations:** Additional time if necessary |
| **Assessment for Activity:** Research a company that had an unethical situation, when did this occur, what was the situation and consequences to the company and the parties involved. Write a one page summary. |
| **Approximate Length of Time for Activity:** 1 week |
| **Materials Needed:** Questions and ethical decision examples / Internet |
| **Resources Needed:** Unethical decisions, www.naf.org, computer |
| Attachments: |